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ABSTRACT

In July 1970 the University of California reviewed and made recommendations for its international educational exchange program for all campuses. The recommendations were: (1) foreign students should be 4-6 percent of the student population on each campus; (2) they should be admitted once a year, with early admission deadlines; (3) they should have adequate financial support; (4) they should be better distributed (geographically and in academic disciplines); (5) English language proficiency should be assured; (6) foreign student offices should have sufficient staffs; (7) physical facilities should be designated to promote interaction between foreign and American students; and (8) orientation programs should be expanded. For the most part these goals have not been met at Berkeley, and the present study was undertaken to determine why, and what can be done for foreign student programs in the future, especially in relation to the admissions and records office functions. Some numerical data are provided, in tabular form. (MSE)

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The University of California at Berkeley

Office of Admissions and Records

Undergraduate Foreign
Student Review
Office of Admissions & Records
UC Berkeley
July 1978

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UNDERGRADUATE FOREIGN STUDENT REVIEW

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UNDERGRADUATE FOREIGN STUDENT REVIEW

INTRODUCTION

In July 1970, the University of California published a Self-Study of International Educational Exchange. The report provided a demographic review of foreign students on all campuses, a review of what the University was doing for foreign students, and an assessment of how well we were doing.

The report included a number of recommendations for the future, some of which had particular significance for admission procedures and service to enrolled foreign students. These recommendations, listed below, are the focus of the present report.

1. "Foreign students should represent a reasonable portion [4-6% of undergraduates] of the student population on each campus."
2. "Foreign students should be admitted on a 'once-a-year' basis, and with early admission deadlines."
3. "Foreign students should have adequate financial support."
4. "A better distribution [among geographical areas and academic disciplines] of foreign students."
5. "English language proficiency should be assured."
6. "Foreign student offices should have sufficient staff."
7. "Physical facilities should be designed to promote interaction between foreign students and American students."
8. "Orientation programs for foreign students should be expanded."
(Self-Study, pp. 37-39, order rearranged.)

For the most part these goals have not been realized at Berkeley. This study was undertaken to determine why this is so, and what can be done for foreign student programs in the future, especially in relation to the Office of Admissions and Records' (OAR) responsibilities.

The undergraduate population here includes many students on immigrant visas. These students share many of the same problems encountered by the non-immigrants, but for purposes of admission and granting financial aid they

are treated as American citizens. Because of these differences, in this report the term "foreign student," unless otherwise qualified, refers to non-immigrant undergraduates who are in the United States only for the purpose of going to school and who would be expected to leave this country upon completion of their education.

This report covers the period from 1971 to 1976. All statistics (unless otherwise noted) are from fall quarter enrollment reports issued by the Office of Advisors to Foreign Students and Scholars, the Office of Institutional Research on the Berkeley campus, and/or the Office of Admissions and Records.

FACTORS AFFECTING FOREIGN STUDENTS

Enrollment Limitations

The 1970 study reported that 3.0% of Berkeley's undergraduates registered in Fall 1969 were non-immigrants. By 1971 the figure had dropped to 2.5% and moved steadily lower until 1974 when it reached 1.8%; over the next two years it increased slightly to 2.0% in 1976 (Table I). While these figures have dropped a full percentage point, the total foreign student enrollment (including immigrants and graduates as well as undergraduates) has decreased only two-tenths of one percentage point, from 10.4% in 1969 to 10.2% in 1976.

Since Fall 1973 Berkeley has been striving to reduce its total student population from 30,000 to 27,500, a significant decrease in a relatively short period of time. During the past several years OAR has been implementing increased emphasis on EOP and Affirmative Action programs (for which immigrants are eligible while non-immigrants are not). These requirements have resulted in reduced OAR emphasis and administrative support for the admission programs for foreign students, and contributed to the decline in non-immigrant enrollment.

In order to administer the admission policies of the University of California, OAR at Berkeley administers a complex process, called Redirection,

designed to select the most highly qualified applicants to schools and colleges which are oversubscribed. The first half of each quota is filled by applicants with the highest test scores and grade point averages. To fill the second half of each quota, OAR reviews all remaining applications and retains those which rank highest when compared to such qualifications as California residence, grade point average, completion of prerequisites for the major (advanced standing applicants only), etc. These limitations affect foreign students in several ways. For example, it is nearly impossible for advanced standing foreign students to be admitted to the School of Business Administration; acceptable prerequisite courses are not available in their own countries. Moreover, OAR estimates that only 1-2% of the applicants retained at Berkeley on the basis of grade point average are foreign students (an argument against the taxpayer's belief that average foreign students are admitted at the expense of California residents). Therefore, most foreign students are subject to redirection which is, for most of them, an unsatisfactory alternative, since Berkeley's outstanding world-wide reputation is not shared by all other UC campuses. Most foreign students apply to Berkeley because of its reputation and the fact that a degree from this campus carries with it a high level of prestige. For this reason foreign students usually do not accept redirection to other campuses.

Redirection and Affirmative Action priorities make it inappropriate for OAR to attempt an independent early-notification program for foreign student admissions. In addition, final enrollment quotas for a given quarter often are not available until after the application filing period. Since foreign students do not receive preference in the admission process it would be impossible, in most cases, to admit them early. Once-a-year admission of foreign students would not be practical, either, as there are instances in which we

can "save" promising foreign students for this campus only by encouraging them to apply for the following quarter when we may be able to accept their applications.

Increased Tuition and Limited Financial Aid

Increased non-resident tuition fees (from \$1,200 in 1971 to \$1,905 in 1977) and limited amounts of financial aid for foreign students have also adversely affected these students' enrollment at Berkeley.

Under the auspices of the Financial Aids Office (FAO), the Office of Advisors to Foreign Students and Scholars (AFSS) has primary responsibility for administering the financial aid available to non-immigrants. This authority has been delegated to AFSS because its staff members are familiar with foreign currency, any financial restrictions imposed by foreign governments, and changing political and economic situations which affect students' financial arrangements. They also work so closely with foreign students that they are in the best position to have the total picture of an individual's overall need. The Director of Financial Aids allots AFSS a sum of money--\$90,000 for 1977-78. AFSS staff publicize the availability of this aid, distribute and collect applications, and use guidelines established by FAO to determine who shall receive the awards which fall into two categories: President's work-study, and grant-in-aid. The former is a program which supports work-study for any student (as opposed to federally funded work-study which is available only for citizens), while grants-in-aid are outright awards of fixed sums to students who encounter unanticipated financial problems after they arrive here. These grants normally amount to no more than \$1,300 per year--not even 20% of the average student's total need.

Although President's work-study and grant-in-aid are the primary sources of financial aid for continuing foreign undergraduates, these students are

also eligible to apply through the Undergraduate Scholarship Office for a limited number of scholarships awarded primarily on the basis of academic achievement. These scholarships are very competitive because they are available to all non-resident undergraduates who meet the academic qualifications.

According to Ted Goode at AFSS, there has been no noticeable increase in the number of applications from foreign students for financial aid. There has been an increase in the amount of unmet need for those who do apply, however, and in 1977 AFSS received an increase of \$30,000 over the previous allotment to help meet this need. For 1977-78 about 15% of the foreign students received some form of financial aid from the University. Nevertheless, AFSS finds it harder to provide sufficient assistance to foreign students.

For 1977-78 AFSS set \$7,100 as the minimum amount adequate to cover a foreign student's expenses at Berkeley. Of the 405 foreign students registered at Berkeley for Fall Quarter 1977, only 241 expected more than \$4,000 for the year from their primary source of funding (Table IV). Since coming here is a tremendous investment, often made at the cost of great sacrifices by their families, most foreign students do not give up easily, and many of them struggle along with inadequate funds.

The advisors at AFSS believe that increased tuition and insufficient financial aid from the University have greatest impact on potential applicants rather than current students. About one in six of the letters of inquiry from prospective foreign students includes a request for information about financial aid, and our responses discourage them from applying. AFSS advisors also believe that, unless the University wishes to contribute only to the education of the affluent from abroad, it is vital that financial aid be made available to at least some of the outstanding poor. Unfortunately, the prospects are not good for funds becoming available in the near future to meet this need.

We can only speculate which of these circumstances may have the most limiting affect on foreign student enrollment at Berkeley, but we can be reasonably certain that the trend against increasing foreign student enrollment is not likely to be reversed in the near future.

DISTRIBUTION OF FOREIGN STUDENTS

Origin by Geographical Area

The largest number of foreign students continue to come from Asia, though the percentage decreased from 64% in 1971 to 49% in 1976. The Mid-East/North Africa area ranks second in representation, with an increasing percentage. The percentage of students from Europe and Latin America rose slightly, while the number representing Oceania dropped, and those representing Africa and North America fluctuated between 2-4% and 2-3% respectively (Table V).

Table VI shows the five most common countries of origin for each of the years in question. Hong Kong has headed the list each year, though the percentage of students from that locale has gradually dropped from 38% to 26%. Iran has been second each year since 1972 when it had 8% of the foreign student population, and its percentage has been gradually increasing (18% in 1976). Other countries represented in the top five have been Vietnam (prior to 1975--since then Vietnamese refugees have been treated as permanent residents), Japan, Indonesia, Venezuela, and China (Taiwan).

Since cultural and economic factors in other countries influence the students in those countries who apply to the University, the most effective way to bring about a "better distribution" of the geographical origin of foreign students on the Berkeley campus would be to actively recruit in the under-represented countries. At the present time, however, funds are not available for such an undertaking, nor are they likely to be, especially so long as emphasis is placed on EOP and Affirmative Action programs for citizens.

Major Fields of Study

There is no way the University can effectively influence the number of foreign applicants to specific majors without an active recruitment program. Foreign students come here seeking quality education in fields not offered in their own countries. Since developing countries are in need of technical support for their future growth, and the United States has the most highly developed engineering technology in the world, it is not difficult to understand why that segment of the foreign student population enrolled in Engineering majors has increased from 38% to 45% during the period studied. Business Administration and Architecture are the only specific majors other than Engineering represented in the five most popular majors chosen by foreign students (Table IX). The need of developing countries for technically educated people also explains the fact that the majority of foreign students who apply at Berkeley are from those countries rather than from Europe. Europeans are generally able to obtain education appropriate to their needs at colleges and universities much closer to home.

SERVICES FOR FOREIGN STUDENTS

Undergraduate Admissions

The Office of Admissions and Records processes all undergraduate foreign applications. To be considered for admission, students applying directly from abroad must present secondary examination certificates which indicate they are eligible at universities in their own countries. Their high school records must show a pattern of subjects substantially similar to those which satisfy the "a-f" requirements. University records must include courses comparable to those taught here, and all credentials must indicate a high level of scholarship, equivalent to the requirements for out-of-state students (minimum 2.8 gradepoint average). The in-state scholarship requirements apply for foreign

students who have studied at least two years in, or graduated from, a California high school, and for those who have at least one term of transferable work from a California college or university.

Evaluating foreign transcripts is a highly subjective process which requires a great deal of experience. Simone Sciobereti, Berkeley's Foreign Studies Specialist, has spent many years acquiring her knowledge of foreign universities and colleges, and the level of their courses as compared with Berkeley's. The degree of specialization can be illustrated by the fact that the Berkeley Graduate Division and other colleges in the state also rely on Miss Sciobereti's experience in this field, and she does a high volume of credentials evaluation for them.

Admission of foreign undergraduates to Berkeley is handled primarily by Miss Sciobereti, who spends 90% of her time with foreign applicants and prospective applicants, and two Admissions Credentials Assistants who spend 25% and 8% of their time, respectively,* at this specialty. Their responsibilities include:

- 1) Advising foreign applicants and prospective applicants to Berkeley, by means of personal interviews and correspondence. Inquiries elicit such information as admission requirements, the extreme limitations of financial aid for foreign students, and probable admissibility of the potential student. Applications are distributed only if the probability of admission is high; if the student has supplied insufficient information to determine his or her probable admissibility, the counselors provide a form requesting more data.
- 2) Evaluating official applications and completing admission or deferral. In many instances the counselors are able to make final decisions on their own authority. In cases where students have applied to a major which is oversubscribed, counselors must consult with department or college officials to obtain their approval before admitting the student.
- 3) Determining whether the applicant is to be held for Subject A or the Placement Examination in English as a Second Language.

* Time and costs referred to in this section and Reports for Immigration cover all foreign undergraduates; it is not possible to define these services in terms of percentages of immigrants and non-immigrants.

- 4) In compliance with the United States Immigration Service requirement that colleges ascertain that a student is likely to have adequate support during his or her stay in this country, the Counselors review the Confirmation of Financial Resources (CFR) forms submitted by foreign applicants.

The OAR staff members who work with foreign applications are limited by internal budget reallocation which has caused reductions of the previous level of clerical support and space. They receive an enormous volume of correspondence from foreign students interested in coming to Berkeley. Return correspondence has, necessarily, become less personal as the volume has increased.

As one could expect, many more applications are sent to applicants overseas than are ever returned. In the fall of 1976 about 4,000 applications were mailed to foreign countries; only about 700 of these were officially submitted. Of the 700 students who applied, only 227 were finally admitted. Clearly, such a high ratio of potential applicants to ultimately-admitted students represents a great deal of "wasted" effort on the part of OAR staff. The effort is expensive; the services of the foreign student counselors, combined with the service provided by the Correspondence/Verification section (see Reports for Immigration, which follows) in OAR cost \$34,476 for five staff members, and \$8,820 in mailing charges for the fiscal year 1976-77 (Table XI). This represents about 2% of the total OAR budget. Additional services provided foreign students by OAR and other campus offices are not identified here.

There is no simple solution to the problems involved in handling the high volume of personal and mail contacts related to foreign student inquiries and applications when other admission activities have a higher priority. An intensive review of the procedures now in effect might produce valid and effective changes which would benefit both staff and students, but it is difficult to see how changes could be made without further reducing the personal quality of the service to prospective foreign students.

Reports for Immigration

One of the responsibilities of the OAR Registration Division is to assist all foreign students, particularly non-immigrants, in their relationship with the United States Immigration and Naturalization Service. The Correspondence and Verification section, which includes an Administrative Assistant and a Senior Clerk, carries out this service. The Administrative Assistant spends approximately eight percent of her time on immigration matters; the Senior Clerk responsible for daily operations spends seventy-five percent of her time. She counsels foreign students in U.S. Immigration rules and guidelines, and completes the clerical work necessary for foreign students to enter and re-enter the country. Specifically, the service includes:

1) Certifying Eligibility of New Students

The section issues "Certificates of Eligibility" to all admitted foreign students (those who satisfy the requirements for academic accomplishment, English proficiency, and financial resources). This certificate (the "I-20") is required by the Immigration Service at the time the student arrives in the United States. The I-20 indicates the student's registration date, length of expected stay in the United States, financial resources, and degree program. It must be presented to the American Consulate in the student's country of citizenship before the student visa can be issued. An "I-94," authorizing the student to stay in this country for twelve months, is issued at the time of entry.

2) Recording Registration Data on Foreign Students

All new and readmitted non-citizen students must register during the late registration period, in person. Non-immigrants must present their travel documents and passports; information from these documents is recorded for the campus record keeping system.

3) Reporting Failures to Register

If a student to whom an I-20 was issued does not register within thirty days of the expected date, the section must report this fact to the Immigration Service. Since a student is required to register at the institution specified in the I-20, failure to do so makes the student an illegal alien, and subject to immediate deportation.

4) Extending Stays--Issuing I-538's

Initial visas are generally issued for a period of twelve months, not long enough to complete work for a degree. To obtain an extension of his

or her stay, a student must be issued a form I-538 certifying full-time attendance and eligibility to continue at this institution; the section prepares this form.

5) Reporting Graduates

Non-immigrants who are here on student visas are required by law to leave the country upon graduation. Therefore the section routinely searches the files of foreign students and notifies the Immigration Service of those who have graduated and should, therefore, have left the country.

Since 1967, the staff working on immigration matters has been reduced from four Senior Clerks to one, but the section has a good relationship with foreign students, is well organized, responsive to students' emergencies and work is not back-logged. Many foreign students have remarked that they wish their bureaucracies at home could be as efficient.

Advisors to Foreign Students and Scholars

The Office of Advisors to Foreign Students and Scholars is headed by advisor Marvin Baron, whose staff includes three full-time advisors, an administrative assistant, a foreign scholars assistant, a principal clerk, two secretaries, and two work-study students. AFSS services to students are funded by Registration Fees, services to scholars by state funds (\$134,351 and \$17,276, respectively, for staff salaries in 1977-78).

AFSS defines its role as being "concerned with all aspects of the experience of the foreign students and scholars at Berkeley; to help them find the educational, cultural, and personal components of that experience as rewarding and successful as possible." In addition to administration of allotment of financial aid to foreign students, AFSS includes the following four other types of services:

1) General Information and Advising

AFSS helps foreign students adjust to life in the United States by answering questions about "anything and everything" related to University regulations and procedures, recreational and cultural opportunities, buying a car, signing a lease, or locating students' native foods. The staff provides advising on personal problems, and

referrals of both personal and academic problems to other counseling units on campus.

2) Visa Guidance

AFSS provides information and answers questions on visas and immigration law. They send pre-arrival information to new students in the process of applying for a visa, and help continuing students with preparation of documents and any problems relating to visas (for example, extending a stay). The United States Immigration Service grants the advisors some legal power to make carefully considered allowance for students in special circumstances.

3) Foreign Scholars

Foreign scholars are visiting researchers, lecturers, teachers, and post-doctoral students who have been invited here by academic departments or research units. AFSS staff members advise foreign scholars, and help prepare their visas.

4) Programming

Each fall AFSS joins forces with the Program Office to sponsor an orientation program for all new foreign students. The orientation includes informal discussions with the advisors, presentations on visas, financial aid, health, visits with Berkeley alumni from different countries and departments, a bus tour of San Francisco, and a slide show of California.

AFSS also issues statistical reports on foreign students, and publishes an information booklet, "Understanding Berkeley, A Guide for Foreign Students, Scholars and Their Families."

The AFSS Administrative Assistant, Amy Levine, describes their responsibility as "dealing with the foreign student as a whole person, helping with any problems that might arise." Ms. Levine sees the office acting as a buffer between foreign students and the University bureaucracy. As she says, "the foreign student is in a totally uncomfortable environment where he can't take anything for granted." Accordingly, the office seeks to create an atmosphere in which foreign students are not afraid to ask questions. The staff works diligently to maintain this personal contact with students, starting even before they come to this country. When they do arrive in Berkeley, students are required to check in at the office and attend the two-day orientation

program in which all staff members participate. Ms. Levine states, "Our clients are real people. We fill out lots of forms, but there are always faces behind the forms."

English as a Second Language Program

Entering foreign students must be able to demonstrate proficiency in English. Students with less than two years at an American school (except those educated in schools in which the language of instruction is English) are required to pass the Test of English as a Second Language (TOEFL) with a score of 500 or higher to be considered for admission, 600 or higher to satisfy the University's Subject A requirement. Students who have attended English-speaking schools for at least two years are assumed to be sufficiently proficient to take the Subject A examination in English. However, many foreign students admitted to Berkeley have insufficient proficiency in the English language to satisfy Subject A, in which event they must take the Placement Examination in English as a Second Language (ESL). If they still do not satisfy the Subject A requirement, they must take from one to four ESL grammar-composition courses until they do satisfy the requirement. All foreign students, including immigrants and graduates, may elect to take ESL for self-improvement.

The staff of ESL includes the coordinator and half-time associates. The number of associates varies depending upon the number of students enrolled in ESL in any given quarter. Over the past few years there has been a gradual decline in the number of students and faculty involved in the program. In 1971-72, for example, there were approximately 280 undergraduates and 110 graduates enrolled, and 5.17 FTE on the staff; in 1976-77 the numbers dropped to 200, 60, and 3.75, respectively.

There has also been a change in the demographic composition of the students enrolled in ESL courses. In the past the majority were non-immigrants,

but their numbers have been declining (61% in Fall Quarter 1975, 50% in Fall Quarter 1976, 15% in Fall Quarter 1977). The shift has been toward a majority of immigrants. The program's coordinator, Dr. June McKay, has also noted a decline in the number of students enrolling directly from overseas, with an increase in the number enrolling from American high schools and junior colleges.

Dr. McKay believes that present procedures do not meet the needs of immigrant students for whom there are no special programs. She is concerned about the fact that admission screening procedures currently used for students coming from high school or entering under EOP fail to identify those who should take the ESL Placement examination instead of the Subject A examination, namely, those who have had less than two years at an American high school. She believes that language problems of immigrant students are as great as those of non-immigrants, and if the TOEFL were required of all students whose native language is not English, there would be many who would not achieve the minimum acceptable score of 500.

In spite of their training in American schools, many students whose language at home is other than English have only minimal ability in written and spoken English. Few, if any, write well in their own language, nor do they have the basic foundation in English structure that they need to progress satisfactorily through ESL courses, having had to communicate in the language as soon as they arrived in this country even though they were not really capable of doing so correctly. Many of these students--20% to 25%--have to repeat courses, sometimes more than once. Foreign students, on the other hand, especially those coming directly from abroad rather than from a junior college, usually do write well in their own language and also have a good foundation in the basics of English structure. They rarely need to repeat a

course, and satisfy the Subject A requirement in much less time than do immigrants, citizens, and refugees.

The ESL program is funded by the College of Letters and Science. In 1975-76 it cost \$46,101. Budget restrictions have caused a reduction of the ESL staff, which has made it very difficult for the program to accommodate both students who are required to take the courses and those who elect to, and should, take them for self-improvement.

Dr. McKay believes it is unfortunate that the number of foreign students coming directly from abroad has declined so drastically in the last few years. She observes that as a group these students are far superior to the citizens/immigrants/refugees, not only in English competence, but in academic success as well.

International House

International House is a private, non-profit institution owned by the Regents of the University of California. It is a residence hall and center for educational, social and cultural activities for its residents and non-resident members. It is also the location of foreign student services, including the Office of Advisors to Foreign Students and Scholars, the Program Office, and the Health Educator. In the brochure, "For Your Information. International House at the University of California," the I-House goals are described as follows:

" . . . to promote international goodwill, understanding and peace; to foster and encourage intercultural exchanges, mutual respect and friendships; to introduce foreign students to the diversity of American life; to give American students insights into the lives and cultures of other nations; to assist students and visiting scholars in realizing their educational goals; to assist newly-arrived students in adapting to the Berkeley campus and to the community."

The administrative staff at I-House, supplemented by part-time student employees and volunteers, provides service for nearly 600 residents and 113

non-resident members who (except for newly registered foreign students who receive a complimentary membership) pay a small fee which entitles them to admission to the regular dining room, and participation--free or at reduced rates--in many of the House programs. A nine member International House Council including no more than one member from any foreign country and no more than four from the United States, is elected by the residents to advise the House administrators on how well the programs, services, and facilities are meeting the needs of the residents and members.

Current residents represent sixty countries, including the United States. Of these 377 are graduate students and visiting scholars; only 45 are non-immigrant undergraduates. The House is open and fully staffed year around.

I-House seeks to provide foreign students with a little extra protection from culture shock and other problems related to adapting to our culture, especially during their first year here. The I-House staff are flexible, sympathetic, and committed to foreign students. As Susan Mihaly, Assistant to the Executive Director, says, "We feel we have responsibility for the whole foreign student. We provide a roof, food, and all the staff are counselors in one way or another, including the kitchen help and custodians."

There are no major problems with the I-House programs and services, although Ms. Mihaly notes a few gaps. For example, more could be done for the families of foreign students who are non-resident members of the House, to help alleviate the sense of isolation they feel here. Also, I-House could use more rooms for student meetings.

Program Office

The Program Office schedules activities for I-House residents and members and other campus students (foreign and American) and their families. This office is staffed by the director, Donna Dickinson, one full-time and one

half-time administrative assistant, an illustrator, and four student resident programmers. Staff salaries are funded partly by I-House and partly by AFSS, and cost \$16,548 for 1977-78. The programs themselves are supported by student fees, and by a variety of sponsoring organizations.

The goal of the Program Office is to foster international understanding by creating opportunities for residents and visitors to experience the diversity of the many cultures represented at I-House. Programs include "in-house" activities such as folk dancing, Wednesday night coffee hours, Sunday Suppers, etc. There are external programs which include visits to American business and industry, historical sites, museums, and recreational areas. The office sponsors a speakers bureau for foreign students interested in speaking to schools, women's groups, churches, and fraternal organizations. Occasionally seminars are arranged at which representatives of such organizations as IBM meet with students. The Program Office also administers Lodestar International Student Center, a summer camp in the Sierra foothills, where foreign and American students gather for week-long sessions of swimming, hiking, good food, and conversation, and the Graduate Resident Assistant Program, which provides jobs for graduate students who live at I-House.

Health Educator

The Health Educator for foreign students is Marie Flamme, a half-time advisor who is paid by the Foreign Student Medical Fund. Ms. Flamme, who has a masters degree in Public Health, is a specialist in education and behavioral changes related to health problems. She sees her responsibility to foreign students as solving health and insurance problems and making medical referrals when possible, developing health and educational programs to help foreign students take responsibility for their own health, informing foreign students that she is there to help them, and making those who do come to see her feel comfortable enough to come back.

Specifically, the services of the Health Educator, which cost approximately \$9,000 a year, include:

- 1) Explaining health insurance to foreign students during their orientation and when they visit her with problems and questions. For example, she might help a student file an insurance claim for an injury, or explain the coverage for a new baby.
- 2) Answering questions about how and when to use the medical system in the United States. Ms. Flamme says that some foreign students have such high regard for American medicine that they wish to be checked and re-checked. Others, particularly from cultures where folk healers predominate, may be suspicious of western medicine and wish to discuss their reservations with her.
- 3) Making referrals to health resources within the community, such as the Well Baby Clinic run by the city of Berkeley.
- 4) Issuing a health information newsletter.
- 5) Working with other campus groups on projects such as a breakfast conference on safety, and a "health fair."
- 6) Being a student advocate when special problems arise with sick or injured students. Since Ms. Flamme is not an employee of Student Health Services (SHS), she does not have a conflict of interest in cases where students have problems with the SHS. She also tries to impress upon the campus medical staff the importance of cultural differences among students.
- 7) Bringing attention to specific health problems. For example, when a student living at Albany Village was found to have typhoid fever, Ms. Flamme contacted the Housing Office and the City Health Department to coordinate actions to deal with the possibility of an outbreak.

The Health Educator sees 500-600 students a year on an individual basis, and gives a group presentation ten or twelve times a year. In spite of these contacts, she is concerned that students may not be receiving all the health information they need, perhaps because her office is too "out of the way" for students just to stop in for help (although this is purely speculative). She would like to see foreign students more involved in health education, and would also like more time to provide her services.

In general, Ms. Flamme finds health problems of foreign students no different from those of American students, although many have dental problems,

language problems, and, for the families of married students, problems with isolation.

Faculty Wives Housing Program

Each fall since 1958 the University of California Faculty Wives Housing Committee, in cooperation with the University Housing Office, has conducted a program to help new foreign students find housing. For about four weeks before registration, the committee (approximately twelve active members, plus associate members as needed) is located in the library of one of the University residence halls. The Housing Office supplies rental information, telephones, and daily listings of all new rentals. Using these facilities, committee members help new foreign students with all aspects of setting up housing. They explain leases, offer advice, and drive students around to look at rentals. They may even help students move in, or lend them household equipment.

Throughout the year some committee members are likely to keep in touch with students they assisted. Students and their families are sometimes invited to dinner or on family outings. Thus, the program provides not only practical help to new foreign students, but also a warm welcome and the friendship of an American family. Committee members are also on call throughout the year for foreign students who might need additional housing assistance.

This program is organized and staffed entirely by volunteers; costs involved (about \$300 per year for telephone, copying, listings, student liaison, etc.) are covered by the Housing Office. The committee prepares a short report for the Housing Office on the number of students from each country who have received assistance from the committee. From August 22 to September 23, 1977, they helped 129 students and 17 visiting scholars from 43 countries.

EDUCATION ABROAD PROGRAM

The Education Abroad Program (EAP) provides students with the opportunity to live and study for one year at any of a number of host universities in several different countries. Host universities are located in Austria, Brazil, Egypt, France, Germany, Ghana, Hong Kong, Israel, Italy, Japan, Kenya, Mexico, Norway, Spain, Sweden, England, and Russia.

University students in EAP pay the current University registration and educational fees, they finance their own transportation, room and board, and books. The EAP costs the state no more per student than the regular University academic program. Payments are made to host universities through contracts with the University of California.

In addition to the UC students who participate in the EAP, students from some of the host universities may come to Berkeley as "reciprocity students." All such students have their non-resident tuition paid by the program. Depending on provisions of the contract between UC and the host university, reciprocity students may or may not have their educational and/or registration fees paid.

In the academic year 1977-78 seven undergraduate reciprocity students enrolled at Berkeley. They came from the universities of Padua (one student), Sussex (two), Bergen (three), and the International Christian University in Tokyo (one). In the same year 135 undergraduates from Berkeley participated in the program at various locations overseas.

Work completed abroad by University of California students is granted credit toward students' degrees. Foreign universities, however, do not grant such credit, a fact which limits reciprocal participation by foreign students.

CONCLUSION

The steady-state and Proposition 13-affected budget is an integral part of the limitations already cited. Because of it OAR has had to re-allocate human and fiscal resources and eliminate less essential services. The poor evolution of Systemwide and campus computer systems, especially URIS, over the past two years has affected the ability of OAR to improve services to all students. Even before this, de-emphasis and re-allocation were necessary because of the increased number of gross applications, increased numbers to be redirected nearly every quarter, increased effort required to evaluate advanced standing prerequisites, and increased EOP and Affirmative Action program enhancements. The combination of circumstances has contributed to the Berkeley campus' inability to meet the enrollment and distribution goals set forth in the Self-Study of International Educational Exchange. Moreover, there is little chance that we will meet those goals in the near future. Nevertheless, further reduction or elimination of foreign student services should not be undertaken without a Chancellor's level policy review and decision.

The 1970 Self-Study asked whether we should admit foreign students and provide (and improve) special services for them. The answer at that time, according to every campus:

"We should. . . . [The campuses] affirm with unanimity that the University's lifeblood is knowledge, and knowledge knows no boundaries. The flow of our exchanges in education and research is quite simply a part of the very life of the University. Stop it and we die as a university; curtail it significantly and we may live, but few of us would recognize ourselves. . . . [As the Berkeley campus put it] "Those who belong to a university are part of a wider community of teaching and learning whose extent is truly global . . . this has always been true. . . . But the contemporary scene has made it more clear than ever before that the whole world is our campus (Self-Study, pp. 24-25)."

At Berkeley that opinion is basically unchanged. Some citizens and faculty members believe that foreign students should not be admitted at the expense of California residents, and some people have said "we don't need" foreign students in this era of overcrowding on campus. Nevertheless, the consensus that we would be a poorer university without them prevails.

Most of the professors interviewed for this study believe that the presence of foreign students in the campus population raises the level of academic discourse, creates more understanding and tolerance among the students, and prevents the University from becoming provincial. Dr. June McKay, coordinator of the English as a Second Language program at Berkeley summed up the prevailing feeling when she said, "the University needs foreign students: they keep the standards high and they increase the prestige of the University in their own countries, where they often become important leaders."

Obviously foreign student services should continue, even though they are currently less than ideal. Unless Systemwide or campus administrators mandate a change, OAR will make every effort to continue these services, and to look for possible means of improving them.

We need other information to complete this report and determine how to implement future improvements in service. We especially need information which relates to the academic performance of foreign students. For example, at this time we are able to discern only that, in general, foreign students perform well, maintaining or improving their entering grade point averages. Problems with URIS have prevented us from obtaining detailed information which would allow us accurately to follow the academic progress of individual students. As soon as possible a study should be initiated to provide specific data about how well foreign students perform, how many of them graduate, and whether there are significant differences in performance depending upon countries of

origin, major field of study, level and grade point averages at entrance, and type of last school attended before admission to Berkeley. This information will provide us a basis for determining the feasibility of allocating part of our limited resources to recruitment programs. It will also enable us more accurately to evaluate alternative methods of resolving the English problems exhibited by these students. OAR will gather the necessary information at the earliest possible time.

TABLE I

PERCENTAGES OF FOREIGN STUDENTS
IN UNDERGRADUATE POPULATION

Year	Total Undergraduate Enrollment	Total Foreign Undergraduates		Male Foreign Undergraduates		Female Foreign Undergraduates		Total Graduate and Undergraduate Immigrants
1971	18,510	478	2.5%	Not Available		Not Available		Not Available
1972	19,290	461	2.4%	374	1.9%	87	.4%	1146
1973	20,891	389	1.9%	303	1.5%	86	.4%	1130
1974	20,605	368	1.8%	283	1.4%	85	.4%	1419
1975	20,769	396	1.9%	309	1.5%	87	.4%	1510
1976	19,919	399	2.0%	319	1.6%	80	.5%	1419

TABLE II
MARITAL STATUS OF FOREIGN UNDERGRADUATES

Year	Married		Married, Accompanied by Spouse		Total Foreign Students
1971	32	(6%)	24	(5%)	478
1972	26	(6%)	23	(5%)	461
1973	23	(6%)	19	(5%)	389
1974	27	(7%)	24	(6%)	368
1975	27	(7%)	21	(5%)	396
1976	19	(5%)	14	(4%)	399

TABLE III

COMPARISON OF IMMIGRANT AND NON-IMMIGRANT
ENROLLMENT IN UNDERGRADUATE
POPULATIONS ON EACH UNIVERSITY CAMPUS
Fall Quarter 1977

Campus	Total Undergraduates	Total Non-immigrants	Total Immigrants	Non-Immigrant Percentage of Total Undergraduates
Berkeley	19,379	409	not available	2
Davis	12,468	149	278	1
Irvine	7,169	62	not available	.9
Los Angeles	20,138	443	1,432	2
Riverside	3,567	17	120	.5
San Diego	8,132	109	283	1
Santa Barbara	12,706	158	283	1
Santa Cruz	5,748	18	70	.3

Table IV

Primary Sources of Funding
(Twelve month period, 1977-78)

<u>Primary Sources of Funding</u>	<u>Number Reporting</u>	<u>Percent</u>
Parents, Family	217	70
Parents, Family, and Personal Savings	28	9
Personal Savings	11	4
Foreign Government, Agency, or University	29	9
United States Government	1	.3
Foreign Business	1	.3
Off-campus Employment	1	.4
Various Combinations of Above	16	5
Other	5	2
Total Reporting	309	100

Amount of Funding
(Twelve month period, 1977-78)

<u>Amount of Funding</u>	<u>Number Reporting</u>	<u>Percent</u>
Less than \$4,000	48	17
\$4,000-5,000	65	22
\$5,500-7,000	96	33
Over \$7,000	82	28
Total Reporting	291	100

Total Foreign Students Registered Fall 1977	405
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TABLE V
ORIGIN BY GEOGRAPHICAL AREA

Year	Asia	Europe	Mid. East & No. Africa	Africa	North America	Latin America	Oceania	Total
1971	309 (64%)	32 (7%)	76 (16%)	13 (3%)	11 (2%)	30 (6%)	8 (2%)	479
1972	292 (64%)	32 (7%)	75 (16%)	10 (2%)	9 (2%)	29 (6%)	8 (2%)	455
1973	231 (61%)	23 (6%)	87 (23%)	8 (2%)	10 (3%)	15 (4%)	6 (2%)	380
1974	211 (57%)	32 (9%)	80 (22%)	9 (2%)	8 (2%)	22 (6%)	6 (2%)	368
1975	214 (53%)	35 (9%)	88 (22%)	15 (4%)	9 (2%)	37 (9%)	2 (.5%)	400
1976	196 (49%)	34 (9%)	106 (27%)	15 (4%)	12 (3%)	36 (9%)	--0--	399

TABLE VI

PERCENT OF FOREIGN STUDENTS AT UC BERKELEY
FROM THE FIVE MOST COMMON COUNTRIES OF ORIGIN

Year	Rank of Country of Origin					Total
	1	2	3	4	5	
1971	Hong Kong 187 (38%)	Vietnam 36 (7%)	Iran 33 (6%)	Japan 31 (6%)	China 24 (5%)	487
1972	Hong Kong 173 (37%)	Iran 41 (8%)	Vietnam 29 (6%)	Japan 26 (5%)	China 24 (5%)	461
1973	Hong Kong 136 (34%)	Iran 43 (11%)	Vietnam 22 (5%)	Japan 21 (5%)	Pakistan 16 (4%)	389
1974	Hong Kong 119 (32%)	Iran 50 (13%)	Japan 14 (4%)	Indonesia 14 (4%)	China 13 (3%)	368
1975	Hong Kong 112 (28%)	Iran 58 (14%)	Japan 23 (6%)	Venezuela 19 (4%)	China 17 (4%)	396
1976	Hong Kong 104 (26%)	Iran 72 (18%)	Indonesia 19 (5%)	Venezuela 17 (4%)	Japan 16 (4%)	399

TABLE VII
FOREIGN UNDERGRADUATES
FROM ENGLISH SPEAKING vs. NON-ENGLISH SPEAKING COUNTRIES*

Year	English Speaking Country		Non-English Speaking Country		Total
1971	19	(3%)	459	(97%)	478
1972	19	(4%)	442	(96%)	461
1973	19	(5%)	370	(95%)	389
1974	19	(5%)	349	(95%)	368
1975	15	(4%)	381	(96%)	396
1976	16	(4%)	383	(96%)	399

*Australia, New Zealand, the United Kingdom and Canada are assumed to be English speaking. These are the countries for which TOEFL is not required.

TABLE VIII

TYPES OF VISAS OF FOREIGN STUDENTS
AT UC BERKELEY

Year	<u>Type of Visa</u>							
	F (Student Visa)		J (Exchange Visitor)		A (Gov't Official)		Other	Total
1971	433	(90%)	33	(6%)	7	(1%)	5 (1%)	478
1972	416	(90%)	16	(3%)	13	(3%)	16 (3%)	461
1973	366	(94%)	5	(1%)	1	(.2%)	17 (4%)	389
1974	348	(95%)	7	(1%)	8	(2%)	5 (1%)	368
1975	362	(91%)	24	(6%)	6	(1%)	4 (1%)	396
1976	348	(87%)	22	(5%)	16	(4%)	13 (3%)	399

TABLE IX

FIVE MOST POPULAR MAJORS CHOSEN BY
FOREIGN STUDENTS AT UC BERKELEY

Year	Rank of Major					Total
	1	2	3	4	5	
1971	Elec. Engineering & Computer Science 92 (19%)	Chemical Engineering 47 (10%)	Business Administration 27 (6%)	Mechanical Engineering 26 (5%)	Architecture 25 (5%)	478
1972	Elec. Engineering & Computer Science 88 (19%)	Business Administration 47 (10%)	Architecture 28 (6%)	Chemical Engineering 25 (5%)	Mechanical Engineering 24 (5%)	461
1973	Elec. Engineering & Computer Science 76 (20%)	Business Administration 35 (9%)	Mechanical Engineering 26 (7%)	Civil Engineering 20 (5%)	Chemical Engineering 19 (5%)	377
1974	Elec. Engineering & Computer Science 71 (19%)	Civil Engineering 33 (9%)	Business Administration 26 (7%)	Mechanical Engineering 24 (7%)	Engineering (unspecified) 23 (6%)	368
1975	Elec. Engineering & Computer Science 66 (17%)	Civil Engineering 47 (12%)	Engineering (unspecified) 25 (6%)	Mechanical Engineering 24 (6%)	Chemical Engineering 21 (5%)	396
1976	Elec. Engineering & Computer Science 60 (15%)	Civil Engineering 43 (11%)	Engineering (unspecified) 39 (10%)	Mechanical Engineering 24 (6%)	Architecture 22 (5%)	399

TABLE X

MAJOR FIELDS OF STUDY OF
FOREIGN STUDENTS AT UC BERKELEY

<u>Major Fields of Study</u>													Total
	Engin.	Chem.	Phys. Sci.	Soc. Sci.	Undecl. L&S	Bus. Adm.	Env. Des.	Bio. Sci.	Human.	Nat. Res.	Optom.	Other	
1971	184 (38%)	60 (12%)	43 (8%)	41 (8%)	38 (8%)	27 (5%)	25 (5%)	23 (5%)	14 (3%)	13 (3%)	6 (1%)	2 (.4%)	478
1972	172 (37%)	39 (8%)	25 (6%)	33 (7%)	49 (10%)	47 (6%)	28 (6%)	33 (7%)	15 (3%)	15 (3%)	4 (.8%)	2 (.4%)	461
1973	148 (39%)	30 (7%)	25 (6%)	22 (5%)	46 (12%)	35 (9%)	21 (5%)	22 (6%)	8 (2%)	6 (2%)	5 (1%)	2 (.5%)	377
1974	161 (43%)	23 (6%)	15 (4%)	33 (9%)	58 (16%)	26 (7%)	15 (4%)	11 (3%)	11 (3%)	7 (2%)	5 (1%)	1 (.2%)	368
1975	183 (46%)	30 (7%)	13 (3%)	22 (5%)	61 (15%)	20 (5%)	18 (4%)	13 (3%)	14 (3%)	8 (2%)	4 (1%)	1 (.2%)	396
1976	180 (45%)	31 (7%)	7 (1%)	19 (5%)	103 (26%)	16 (4%)	22 (5%)	2 (.5%)	12 (3%)	7 (2%)	1 (.2%)	--0--	399

I. Office of Admissions and Records

*Includes both immigrants and non-immigrants, applicants and registered students.

TABLE XII
EDUCATION ABROAD PROGRAM

Year	Berkeley Education Abroad Program Undergraduate Participants*	Education Abroad Program Reciprocity Undergraduates at Berkeley
1975-76	140	10
1976-77	132	4
1977-78	135	7

*Does not include students selected for program who withdrew before or after departure.

Compiled from statistics issued by the Office of International Education.